LOCATING AND INTEGRATING DATA TO SUPPORT OUR WORK

Presenters:
Lance Kennedy-Phillips , The Ohio State University
Ellen Meents-DeCaigny, DePaul University

Session Focus

- Discuss challenges to integrating and using data
- Facilitate a discussion regarding where to locate data outside our purview and the potential benefits of incorporating such data with our own
- Share ways in which we have used outside data to strengthen our work
- Share considerations to keep in mind when seeking and integrating external data

Why Integrate data

- Sound decision-making -> Intentional and meaningful change
- Program improvement
- Increase student learning and success
- Increase opportunities for Communities of Practice
- Alignment with institutional priorities

Steps to Integrating Data

- Identify the opportunity
- Identify key stakeholders
- Data Collection
  - Identify applicable data from multiple sources (within and outside student affairs)
  - Collect additional data, if necessary
- Develop an action plan based on data
- Implement action plan
- Evaluate the action plan

Identify Opportunity

What or who is the driving force?

- Mission and Vision
- Goals
- Learning Outcomes
- Strategic Planning
- A particular administrator

Identify Stakeholders

- Dependent on the opportunity – divisional or institutional focus
- Area of expertise
- Level of commitment

Data Collection

Existing Data

- Institutional Enterprise Data
- Institutional and National Surveys
- External Data

Reasons to collect new data

- Existing data does not address the topic
- Existing data only scratches the surface of the topic
- Existing data is myopic

Institutional Data

Questions to consider:

- What type of institutional data would support the topic area?
- What types of data are readily available on your campus?
  - where is it housed
  - who are the "gatekeepers"

Types of institutional data

- Institutional Indicators
- Fact Books or Fact Files
- Enrollment Data
- Institutional Research Reports: Retention and Graduation Rates

Institutional or strategic indicators http://oaa.osu.edu/irp/stratind.php

Strategic Indicators 2007

Quick Find - Indicators and Measures

Dashboard View of Indicators

College Level Data

Strategic Indicator Report

Introduction and Executive Summary

Academic Plan Goals

Build A World Class Faculty

Define Ohio State as a Leading Land Grant University

Enhance the Quality of the Teaching and Learning Environment

Enhance and Better Serve the Student Body

Create a Diverse University Community

Help Build Ohio's Future

Appendix - Data Definitions

DePaul's fact file

http://oipr.depaul.edu/factfile/newfactfile.asp

Institutional and National Surveys – Things to consider

- Psychometrics
  - Instrument development
  - Validity
  - Reliability
  - Conceptual Framework
- Sampling
- Administration
  - Research Team
  - IRB
- Cost (National)
- Benchmarking (National)

External Data

- Integrated Postsecondary Education Data System
- Common Data Set
- Other sources

Integrated Postsecondary Education Data System (IPEDS)

What is IPEDS?

- Integrated Post Secondary Education Data System
- Series of surveys sent out from the NCES (National Center for Education Statistics)
- Gathers information from colleges and universities across the country who participate in federal student aid programs
- Any institution that participate in federal student aid programs must publicly report their data (over 6700 schools annually report)
- Colleges, universities, federal agencies have a shared interest and investment in this information

What data are available in IPEDS?

- Institutional characteristics
- Enrollment
- Student financial aid
- Degrees conferred
- Student persistence
- Human resources
- Finance

An IPEDS Example

OSU vs. Peer Institutions: Student Services Expenditures per FTE

HEPI Adjusted

Student Services / FTE

	FY03-04	FY04-05	FY05-06	FY06-07	FY07-08	FY09-10
OSU	$ 4,345.36	$ 3,666.52	$ 3,849.37	$ 3,966.79	$ 3,692.61	$ 3,351.00
Peer High	$ 17,489.96	$ 14,623.08	$ 15,074.85	$ 15,454.33	$ 15,010.75	$ 15,526.01
Peer Mid	$ 8,168.75	$ 6,474.18	$ 6,846.86	$ 7,360.60	$ 8,106.82	$ 8,182.44
Peer Low	$ 5,127.10	$ 4,255.87	$ 4,148.58	$ 4,822.76	$ 5,235.34	$ 5,114.97

Common Dataset (CDS)

- Available on most IR websites
- Originally developed to provide a central source for publications to get institutional data
- Cleaner and simpler than IPEDS
- Lacks flexibility
- Consistent definition of terms
- http://oaa.osu.edu/irp/irosu_cds.php

What data are available in the CDS?

- General Information
- Enrollment and Persistence
- Admissions data (Transfer and First-Year)
- Academic Offerings and Policies
- Student Life
- Annual Expenses
- Financial Aid
- Instructional Faculty and Class size
- Degrees conferred

Other Sources of Data

- Specialized Consortiums/Associations
  - The Association of American Universities Data Exchange : http://aaude.org/
  - Council of Independent Colleges (CIC): http://www.cic.edu/makingthecase/index.asp
- Accountability tools
  - Voluntary System of Accountability (VSA)
  - University and College Accountability Network (UCAN)
- State Coordinating Boards
  - http://www.flbog.org/resources/quickfacts/
  - http://regents.ohio.gov/perfrpt/index.php

Develop and Implement an Action Plan

- Determine responsible parties
- Develop goals and outcomes based on data and needs of stakeholders
- Develop metrics, rubrics, milestones and resources
- Determine methodology for collecting data

Evaluate

- Assess the action plan based on the determined metrics, rubrics, and milestones

Example: DePaul Adult Student Affairs

- Identify the opportunity
  - Increase academic student success for adult students

- Identify Key Stakeholders
  - Division of Student Affairs, Office of Adult Student Affairs, undergraduate adult students, faculty teaching undergraduate adult students

DePaul Adult Student Affairs

- Data Collection

Existing Data

- Review university data to determine undergraduate adult population (majors, colleges, course enrollment patterns)
- Select courses with highest undergraduate adult enrollment and link to faculty.

New Data

- Interview 10-15 faculty regarding adult academic success skills
- Collect data from students regarding their own academic skills through a survey and idea wall

DePaul Adult Student Affairs

- Develop and Implement Action Plan
  - Determine academic success skill focus, outcomes for each skill and goals of the program
  - Determine who is responsible for delivering training and how it will be done (online, workshop format, etc)
  - Determine the rubrics and metrics that will be used to evaluate the outcomes and goals
  - Determine the resources needs to deliver the workshops and training

  Evaluate
  - Use outcomes and metrics to determine success of the program

Example: OSU African American Male

- Identified the opportunity
  - African-American Male retention lowest in the university
- Identified Key Stake holder
  - Office of Multicultural Affairs, Office of Academic Affairs, Office of Student Affairs
- Data Collection
  - Reviewed assessment data from Multicultural center programs realized little to attendance by African-American Males
  - Conducted Focus group interviews with African-American Male students to understand experience

OSU African American Male

- Develop and Implement Action Plan
  - Identified need for increased support for African-American Male Students
  - Created the Todd A. Bell National Resource Center on the African American Male
- Evaluate
  - Assessment of program and services (Ongoing)
  - Participates in the Universities program Review process

OSU Student Employment

- Identified Opportunity
  - Student Employment (Learning Environments) identified as a key function by VP

- Identify Key Stake Holders
  - Student Life Department and student staff supervisors

- Data Collection
  - Collected descriptive data from the University data system (4000 students employed)
  - Student Employee outcomes study
    - leadership skills
    - interaction
    - lacked opportunities for critical thinking skills

OSU Student Employment

- Develop and Implement Action Plan
  - As a result departments are beginning to develop specific learning outcomes for student employees
  - Developed marketing plan for student employment opportunities

- Evaluation
  - On-going

Why Integrate data

- Sound decision making -> Intentional and meaningful change
- Program improvement
- Increased student learning and success
- Create Communities of Practice
- Alignment with institutional priorities

Steps to Integrating Data

- Identify the opportunity
- Identify key stakeholders
- Data Collection
  - Identify applicable data from multiple sources (within and outside student affairs)
  - Collect additional data, if necessary
- Develop an action plan based on data
- Implement action plan
- Evaluate the action plan

Contact information

- Lance Kennedy-Phillips, Ph.D.
    The Ohio State University

    Director of Student Life Research & Assessment

    614-247-6225

    lkennedyphillips@studentlife.osu.edu

- Ellen Meents-DeCaigny, Ph.D.
    DePaul University

    Student Affairs Director of Assessment, Research &
    Communications

    312.362.7298
    emeentsd@depaul.edu